How Peer Pairing with Vocabulary and Concept Instruction Enhances Content Learning in Social Studies with English Language Learners

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About CREATE

CREATE is a National Research and Development Center funded through the National Center for Education Research (NCER), Institute of Education Sciences (IES), U.S. Department of Education. It addresses specific challenges in the education of English language learners in the middle grades (Grades 4-8)

CREATE is a partnership of researchers from several institutions:

Texas Institute for Measurement, Evaluation, and Statistics, University of Houston
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Study Purpose

- Help teachers address challenges for instruction and knowledge acquisition of English language learners in 7th grade social studies classrooms.

- Examine the efficacy of incorporating English-as-a-second language enhancements, such as incorporating visuals and pairing students purposefully, into traditional instruction.

- **NOTE: Preliminary Data – do not share or quote**

- GRADE pre and post
  - Vocabulary
  - Comprehension
- Curriculum based content measures
  - Pre
  - Post
- Weekly CBM (vocabulary/comprehension quizzes for **treatment** only)

The Intervention

- Overarching activities:
  - focus on big idea and concept learning
  - use of peer mediated learning
  - provide opportunities for student discourse

- Four intervention components:
  - *explicit vocabulary/concept instruction*
  - *strategic use of video and purposeful discussion to build concepts*
  - *use of graphic organizers and writing to build big ideas*
  - *use of peer pairing*

Big Ideas

The lessons focus on **"big ideas"** of content

NOT

details that are frequently disconnected and lack meaning

Student Pairs

The Class-wide Peer Tutoring model includes students with varying levels of English language proficiency in instructional interactions meant to promote academic and linguistic performance.

Greenwood et al., 2001; Maheady, Harper, & Malette, 2001

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Basic Lesson Framework

The essential practices:

Daily-

1. Start the lesson with an overview that incorporates the big idea.

2. Prioritize and explicitly teach concepts/vocabulary.

3. Use brief video clips to build concepts.

4. Read-aloud by teacher or with student partners.

5. Generate and answer questions.

6. Wrap-up with discussion, graphic organizer or activity.
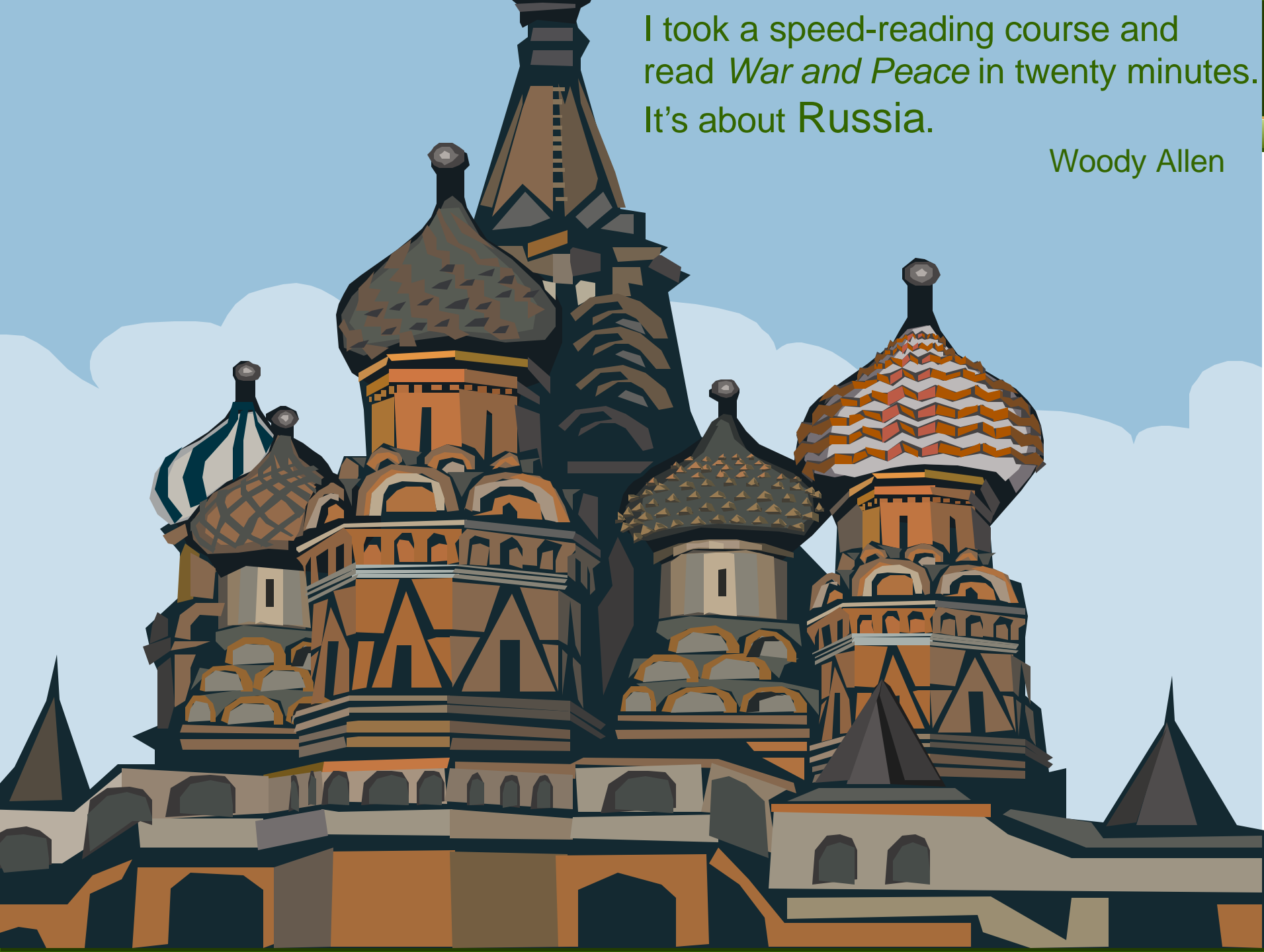
Basic lesson Framework (cont.)

Weekly-

1.   Review and progress monitoring (vocabulary and comprehension quiz/CBM).

2.   Whole class review of quiz items and clarification/re-teaching/re-enforcement of concepts, if necessary.

Acknowledgements

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I took a speed-reading course and read *War and Peace* in twenty minutes. It's about Russia.
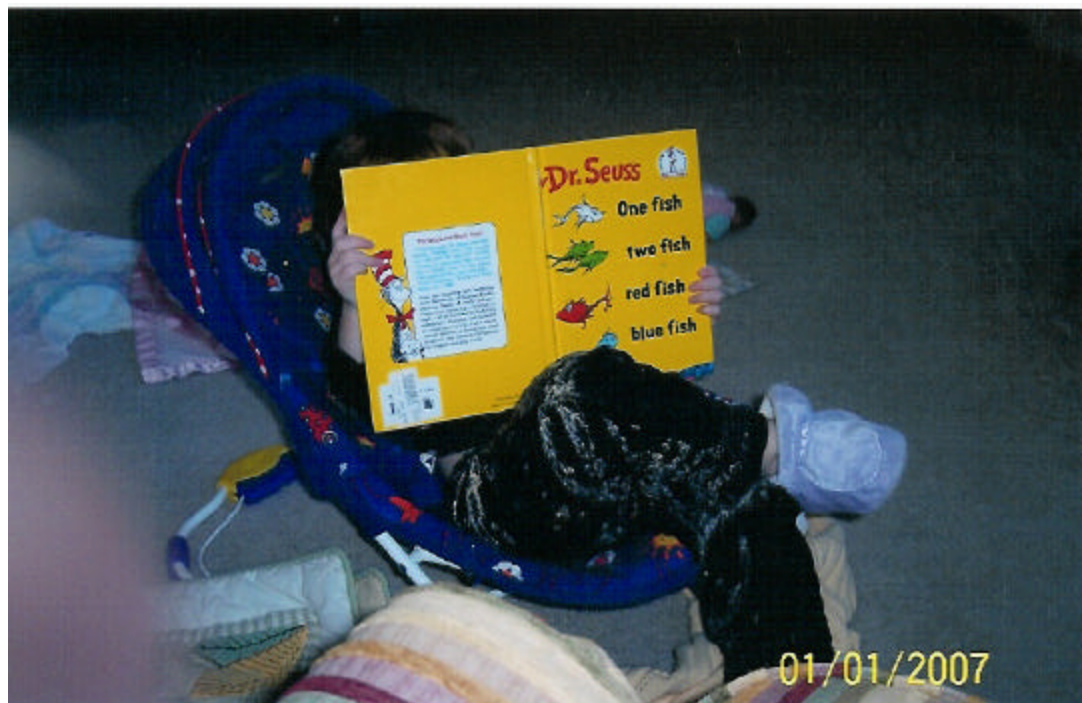
Woody Allen

How does this relate to Prek through Secondary?

- Students need to know a lot about words and the world

- Students need to be engaged in books and learning from print read to them and ready by them

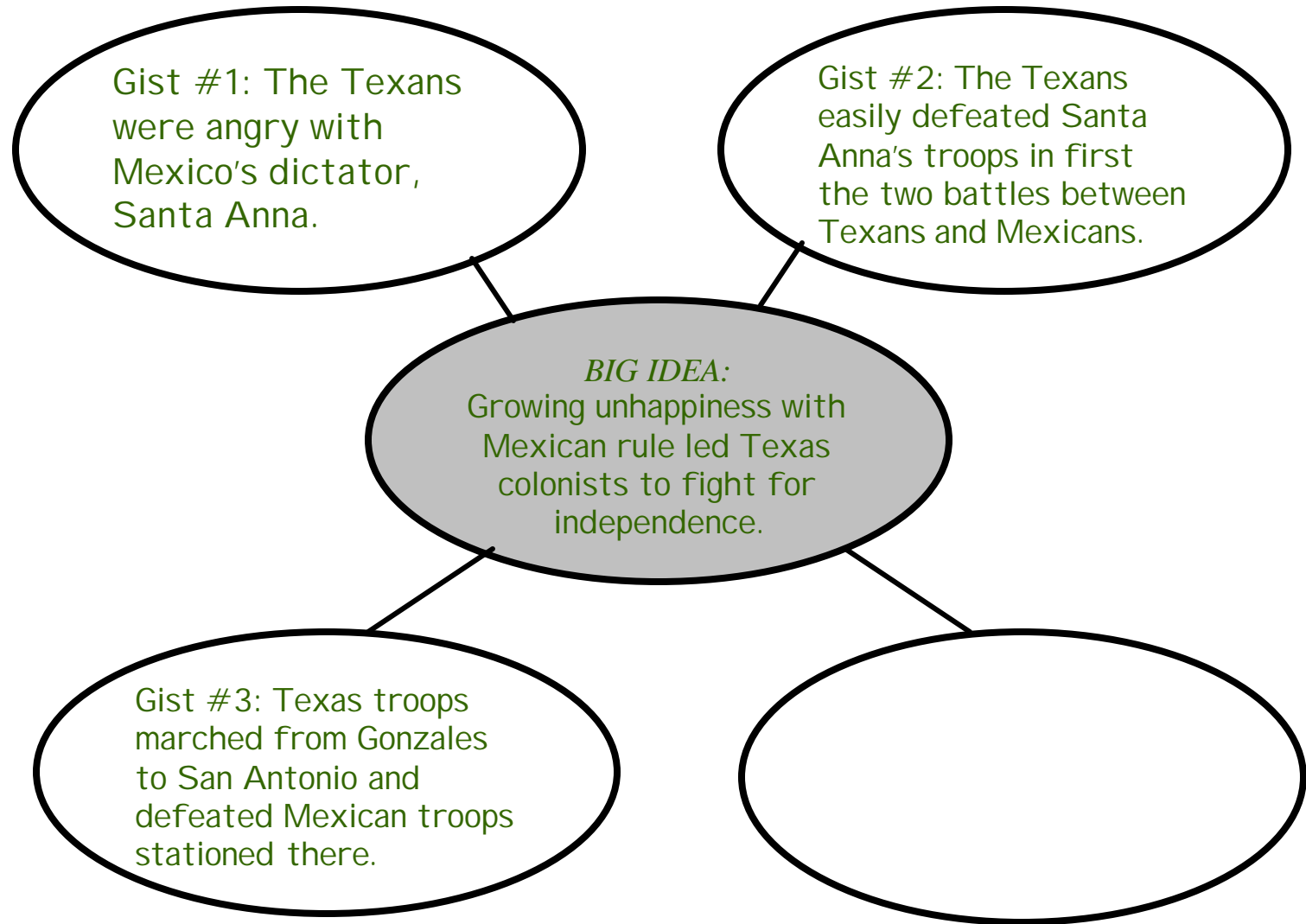………………This must start very early and continue through High School

Measures & Scores	13 Professional		23 Working-class		6 Welfare	
	Parent	Child	Parent	Child	Parent	Child
Protest score[a]	41		31		14	
Recorded vocabulary size	2,176	1,116	1,498	749	974	525
Average utterances per hour[b]	487	310	301	223	176	168
Average different words per hour	382	297	251	216	167	149

Families' Language and Use Differ Across Income Groups — Families

[a] When we began the longitudinal study, we asked the parents to complete a vocabulary pretest. At the first observation each parent was asked to complete a form abstracted from the Peabody Picture Vocabulary Test (PPVT). We gave each parent a list of 46 vocabulary words and a series of pictures (four options per vocabulary word) and asked the parent to write beside each word the number of the picture that corresponded to the written word. Parent performance on the test was highly correlated with years of education (r = .57).
[b] Parent utterances and different words were averaged over 13-36 months of child age. Child utterances and different words were averaged for the four observations when the children were 33-36 months old.

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Gist #1: The Texans were angry with Mexico's dictator, Santa Anna.

Gist #2: The Texans easily defeated Santa Anna's troops in first the two battles between Texans and Mexicans.

BIG IDEA:
Growing unhappiness with Mexican rule led Texas colonists to fight for independence.

Gist #3: Texas troops marched from Gonzales to San Antonio and defeated Mexican troops stationed there.

People of the Coastal Plains

Vocabulary Words

Migration

Confederacy

Reservation

Nomad

2. Definition: Underline the key words.

To move from one area or country to another.

3. Illustration

4. Context: Circle the correct sentence.

Birds **migrate** South for the winter.

The settlers **migrated** from northern states to Texas.

1.

Migration

5. Word Associations: Choose two related words.

A. Shopping
B. Move
C. Fishing
D. Travel

6. Word Building: Choose a real word and then write another word.

A. Migrant
B. Immigrantful

_____

7. Provide: an example, phrase, sentence, or definition.

2. Definition: Underline the key words.

3. Illustration

4. Context: Circle the correct sentence.

Several groups of people who agree to work together for a common goal.

1.

Confederacy

The **confederacy** gathered together to make decisions on what to do about keeping their villages safe.

The **confederacy** was made from flour, sugar, and eggs.

5. Word Associations: Choose two related words.

A. Teach
B. Cooperation
C. Groups of people
D. Fight

6. Word Building: Choose a real word and then write another word.

A. Confederation
B. Confedering

_____

7. Provide: an example, phrase, sentence, or definition.

2. Definition: Underline the key words.

An area of land set aside as a place for Native Americans to live.

3. Illustration

1.

4. Context: Circle the correct sentence.

My friend made a **reservation** at the restaurant for 7pm.

The Europeans forced the Native Americans to live on the **reservation**.

Reservation

5. Word Associations: Choose two related words.

A. Native American
B. Tribe
C. Restaurant
D. Time

7. Provide: an example, phrase, sentence, or definition.

6. Word Building: Choose a real word and then write another word.

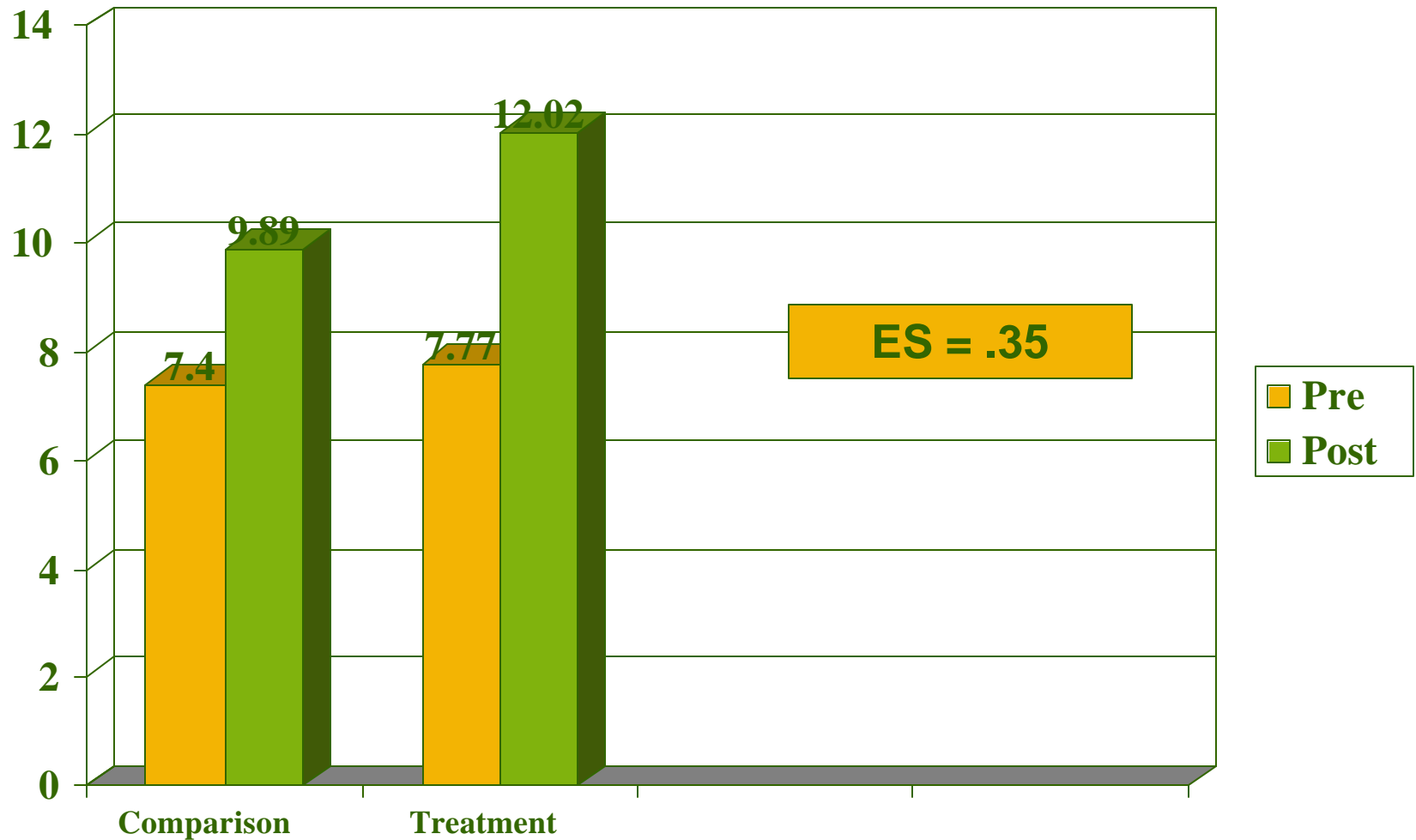A. Reserve
B. Reservationism

_____

Student Participants

Group	N	Non EL	EL
Control	215	171	44
Intervention	241	165	76
Total	456	336	120

Vocabulary (range 0-20)

	Intervention		Control	
	Pre	Post	Pre	Post
Non-ELL	7.77 (4.68)	12.02 (6.35)	7.40 (5.00)	9.89 (5.76)
ELL	7.47 (4.81)	11.64 (5.96)	5.07 (3.23)	9.39 (5.19)

Vocabulary: Non ELL

Vocabulary: ELL
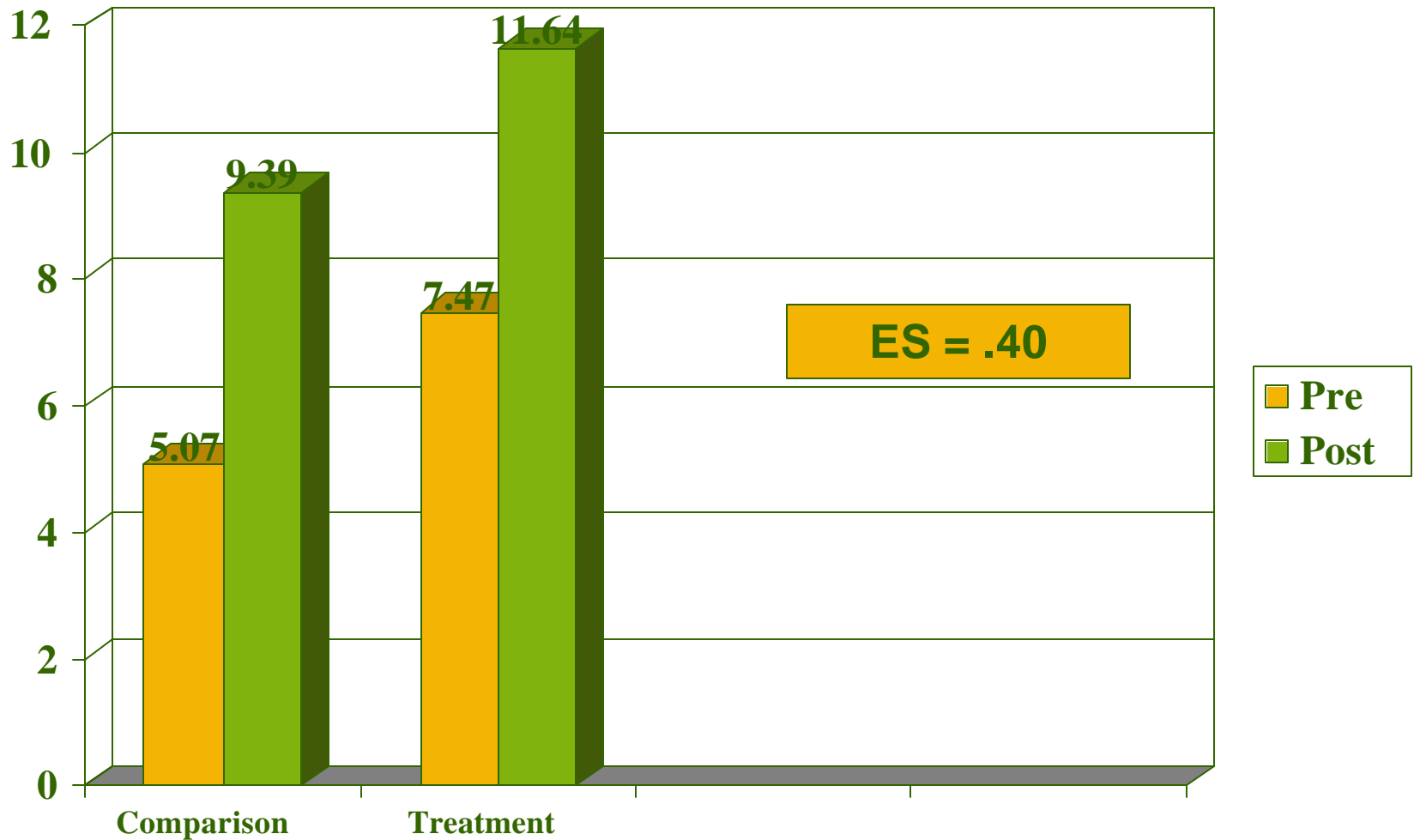
Vocabulary CBM
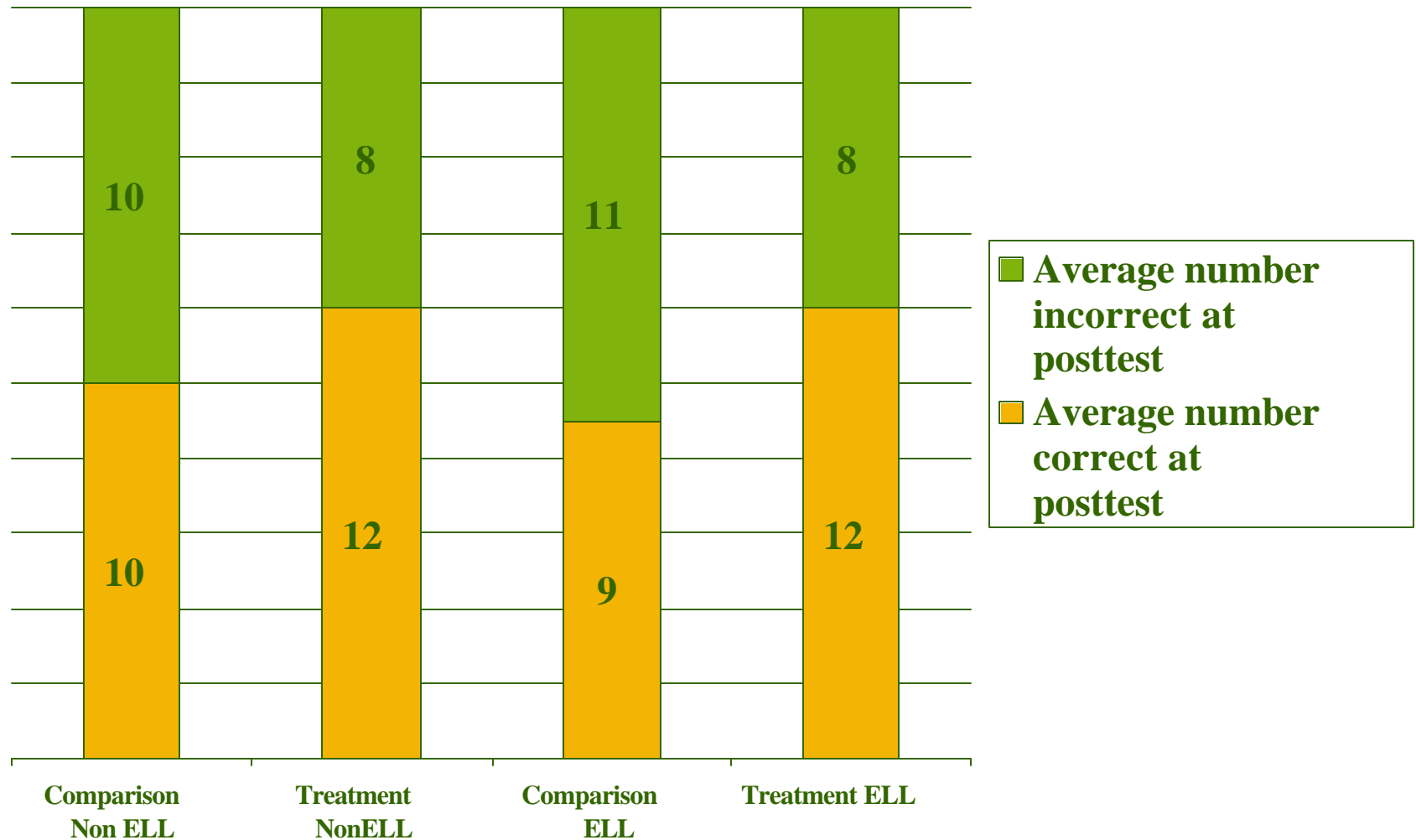
Comprehension (range 0-10)

	Intervention		Control	
	Pre	Post	Pre	Post
Non- ELL	.86 (1.22)	3.23 (2.47)	.74 (1.01)	2.24 (2.16)
ELL	.74 (.94)	2.87 (2.46)	.46 (.93)	1.37 (1.28)

Comprehension: Non ELL
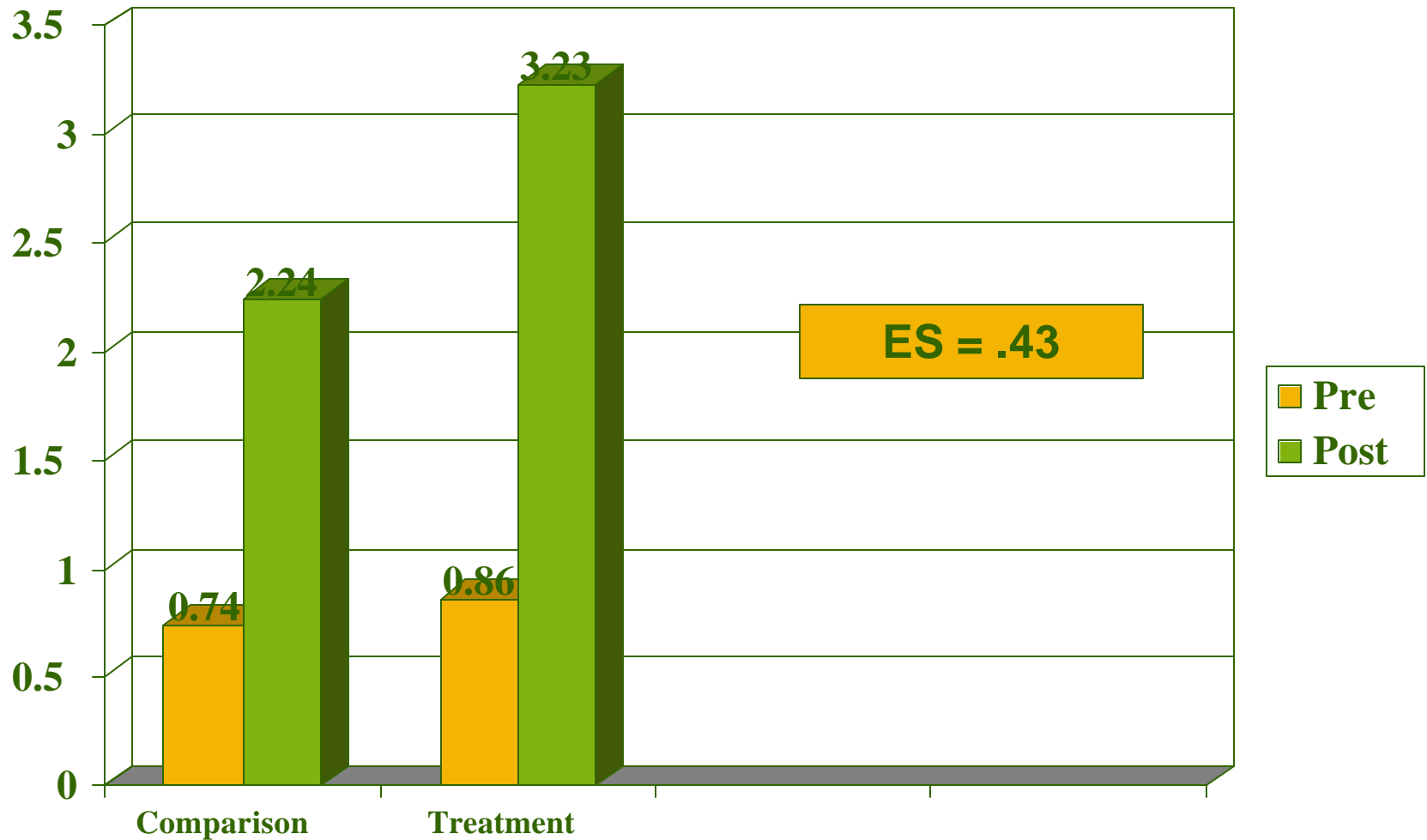
Comprehension: ELL
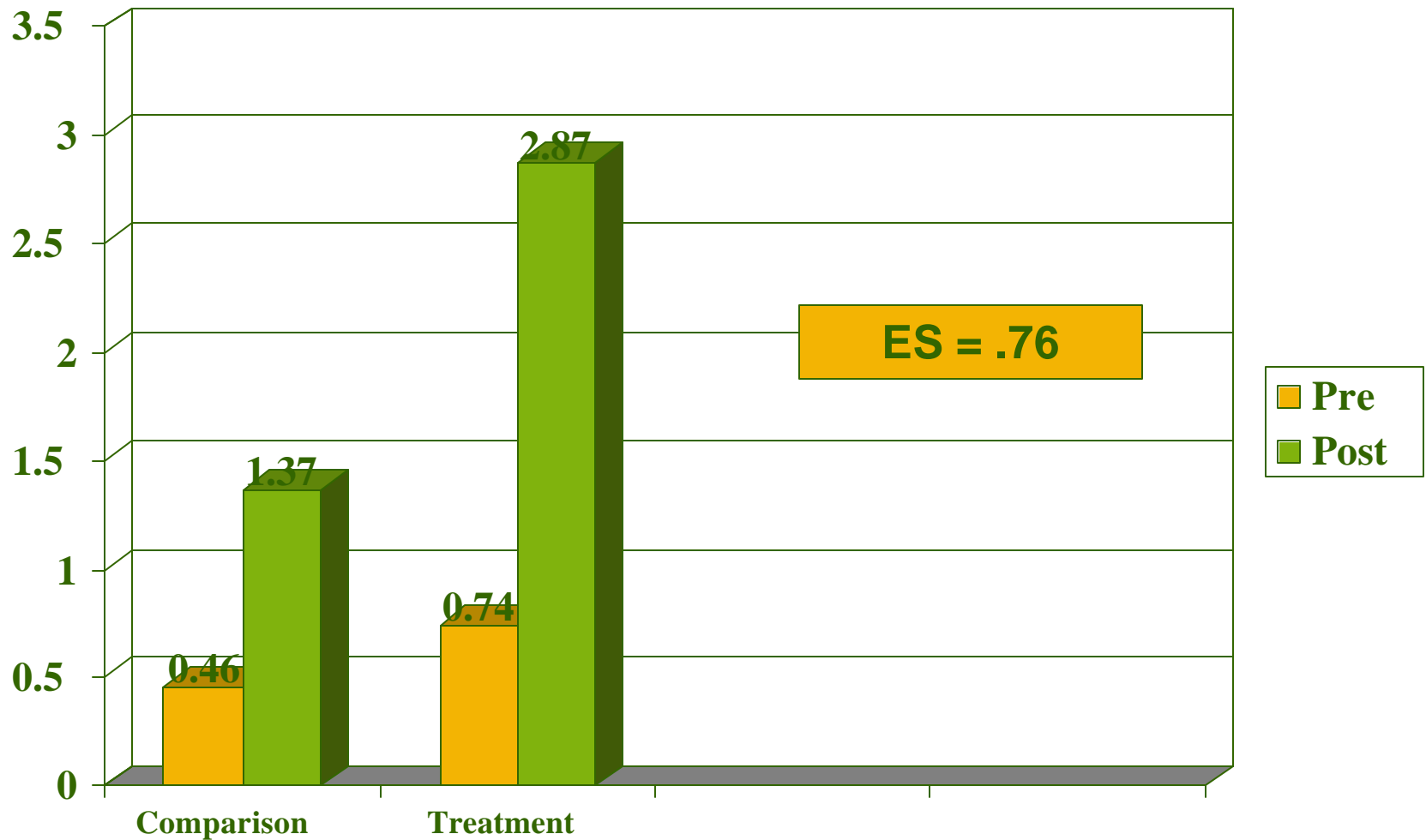
Comprehension CBM
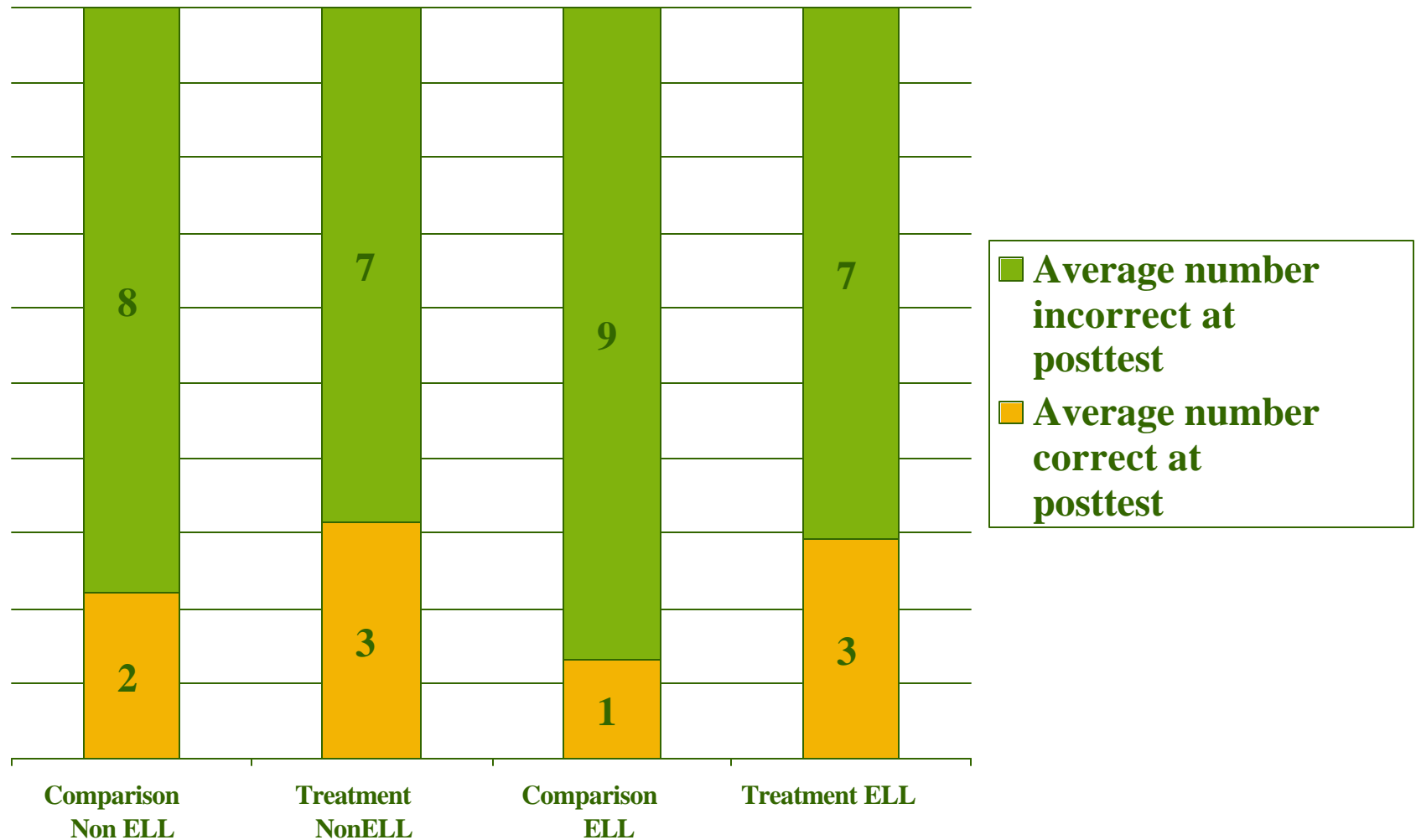
Effect Sizes

	Vocabulary	Comprehension
Non ELL	ES = .35	ES = .43
ELL	ES = .40	ES = .76

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In Preparation for Year 3

- Research team has added structure to peered-pairing work in order to facilitate discussion activities
- Teachers will receive more training on how to scaffold some of the activities and strategies for students
- More emphasis will be put on instructional approaches such as pre-reading discussions and explicit teaching of comprehension strategies during teacher training and support

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Study 3 (2008-2009)

- 5 central Texas schools will participate

- 8 teachers will receive training and in class support

- We will have a total of 38 Social Studies sections that will be randomly assigned to intervention or control